

PENDERGRASS FAIRWOLD SCHOOL

5935 Token St.
Columbia, South Carolina 29203

GRADES	K-12 Elementary School	
ENROLLMENT	59 Students	
PRINCIPAL	Patricia W. Brown	803-735-3435
SUPERINTENDENT	Dr. Ronald L. Epps	803-231-7500
BOARD CHAIR	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

N/A

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

NO

This school met 1 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School

Elementary Schools with Students like Ours

Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms**Advanced**

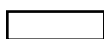
Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

Teachers

Students

Parents

Number of surveys returned

Percent satisfied with learning environment

Percent satisfied with social and physical environment

Percent satisfied with home/school relations

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Gender								
Male	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Female	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disabled	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Socio-Economic Status								
Subsidized meals	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Full-pay meals	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	5	60.0	N/A	N/A	N/A	N/A	N/A	15.5
Gender								
Male	5	60.0	N/A	N/A	N/A	N/A	N/A	15.5
Female	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	4	50.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	5	60.0	N/A	N/A	N/A	N/A	N/A	15.5
Disabled	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	5	60.0	N/A	N/A	N/A	N/A	N/A	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	5	60.0	N/A	N/A	N/A	N/A	N/A	15.5
Socio-Economic Status								
Subsidized meals	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Full-pay meals	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	2	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	2	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 59)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	40.7%	Up from 25.7%	3.0%	2.4%
Attendance rate	85.0%	Down from 86.4%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.0%	No change	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	72.2%	Up from 55.4%	8.4%	8.0%
Older than usual for grade	45.8%	Up from 38.8%	2.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 15)				
Teachers with advanced degrees	53.3%	Down from 55.6%	47.1%	50.0%
Continuing contract teachers	93.3%	Up from 88.9%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.6%	Up from 72.7%	82.2%	86.2%
Teacher attendance rate	94.3%	Down from 96.2%	94.9%	95.3%
Average teacher salary	\$46,044	Up 1.1%	\$39,051	\$39,909
Prof. development days/teacher	5.0 days	Down from 7.7 days	13.4 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	6.5 to 1	Up from 5.9 to 1	17.2 to 1	18.9 to 1
Prime instructional time	79.0%	Down from 82.7%	88.5%	89.7%
Dollars spent per pupil*	\$32,170	Down 82.9%	\$6,304	\$5,892
Percent spent on teacher salaries*	58.9%	Up from 58.2%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 65.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pendergrass Fairwold is a center-based facility for pre-school special education students and medically fragile profound and trainable mentally disabled students. Fairwold also houses a special program, Vocational Instruction Class for the Transition of Responsible Young Adults (VICTORY). The VICTORY program helps young adults who have received special education certificates or young adults who have spent their educational careers in special education classes, obtain viable jobs in the community by providing them with job-seeking skills and providing on-the-job, vocational training.

Our teachers focus upon helping students develop life skills that will help them to function in their respective communities to the best of their abilities. A number of our students participated in state-mandated standardized testing during the 2002-2003 school year. Our teachers prepared students to participate in the PACT-Alt (Palmetto Achievement Challenge Test, Alternative Model), the HSAP-Alt (High School Alternative Assessment Program) and helped them successfully complete IEP objectives.

Community involvement and volunteers from the community continue to strengthen educational efforts at Fairwold. We have benefited from more than 10,000 hours of volunteer services, which has included but not been limited to pushing wheelchairs during community training trips, participating as audience members for student presentations, helped with feeding and a variety of sundry activities which have stimulated our students and helped them achieved IEP goals set for them.

Our goal for the coming year is to train our staff in communication techniques that will help all of our non-verbal students effectively communicate with others in their homes and communities.

Patricia W. Brown, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.